Thriving, Not Surviving

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<table>
<thead>
<tr>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td>Explore innovative evidence-based practices for supporting first generation scholars on college campuses.</td>
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<td><strong>Goal</strong></td>
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<td>Understand how these programs help first-gen students succeed and start thinking about how we can make changes in our roles.</td>
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</tbody>
</table>
Agenda

Define First Generation College Students

University of California's Student Academic Preparation and Educational Partnerships program (SAPEP)

Colorado State University's Key Communities program (Key)

Questions, Comments, Thoughts
Are You First Gen? 
Depends on Who’s Asking
“The term “first-generation” implies the possibility that a student may lack the critical cultural capital necessary for college success because their parents did not attend college.”
How can we help?
History of SAPEP
- Student Academic Preparation & Educational Partnerships (SAPEP)
- Educational programs and services created by the University of California (UC) system
- Established in 1997
- Goal: Raise student achievement levels, close achievement gaps among targeted groups of students from Pre-K to post-graduate study
Based in Research

- Original Task Force collected statewide and national data on student achievement and effects of outreach programs aimed at college readiness
- Significant obstacle to expanding minority enrollment in higher education is educational disadvantage
- Almost 4 out of 5 students were African American, American Indian, or Latinx
The Plan

- Comprehensive, well-integrated plan coordinated with schools to help students succeed
- Instruction, curriculum, advising, student engagement in learning, and parent involvement
- Early intervention
SAPEP

Goal: assist disadvantaged students, help them enroll and succeed at a 4 year post-secondary institution after high school or after attending a community college for 2 years
SECTION 2. SAPEP SERVICE POPULATIONS

SAPEP programs collectively served nearly 220,000 California K–20 students in 2016–17, as well as large numbers of parents, teachers and administrators.

Program participants included the following:5

- 186,580 K–12 students
- 27,269 community college students
- 2,461 college/university undergraduates
- 301 graduate students
- 59,014 parents/guardians of K–12 students
- 12,185 teachers, counselors and school administrators

Participating schools and institutions included the following:

- 1,487 public K–12 institutions, of which 58 percent were high schools
- All 114 community colleges
- A large number of community and business organizations

A review of the demographic characteristics of program participants shows that UC is reaching those students and schools in need of assistance, as detailed in Section 3 below.
Figure 12. SAPEP Budget by Funding Source, 2007–08 to 2016–17 (in thousands of U.S. dollars)

Source: UC Office of the President, Budget Analysis and Planning
Current Programs under SAPEP
- ArtsBridge
- Community College Transfer Programs — Articulation
- Community College Transfer Programs — ASSIST
- Community College Transfer Programs — Transfer Prep
- Early Academic Outreach Program (EAOP)
- Graduate and Professional School Programs (GPSP)
- K–20 Regional Intersegmental Alliances (aka P–20)

Mathematics, Engineering, Science Achievement (MESA) Community College Program
- MESA Schools Program
- Puente Community College Program
- Puente High School Program
- Student-Initiated Programs (SIP)
- University-Community Links (UC Links)
- UC Scout
Early Academic Outreach Program (EAOP)

- Serves 40,000+ students at more than 200 K-12 public schools throughout California each year
- Prepare for college and the work force, complete all UC and California State University (CSU) admissions requirements, apply for college and financial aid
- Guides families to navigate complex college preparation, including college application and financial aid processes
Academic and Support Services

College options in California
EAOP provides families with information about California Community Colleges, California State University (CSU), the University of California (UC) and private/independent colleges and universities.

Course selection
EAOP advisers help each student prepare an individual plan detailing the “a-g” classes to take – and when to take them – to prepare for UC and CSU.

Educator Conferences and Consulting
EAOP advisers explain UC admissions changes and provide educators with valuable assistance in updating “a-g” course lists and submitting “a-g” courses for review.

Tough subject matter and college entrance exams
Intensive workshops and summer programs help students improve academic skills so they perform better in their “a-g” classes. Workshops help students prepare for college entrance exams.

College applications and personal statements
EAOP advisers and volunteers help students complete college applications and write effective personal statements.

Individual feedback and guidance
EAOP advisers can inform students about college options, show what it’s like to be a college student through campus visits and summer programs, and help students envision themselves as a university student.

Managing college finances
Special workshops help students and families understand basic budgeting and financial planning for college. And when it’s time, EAOP helps families complete the Free Application for Federal Student Aid (FAFSA) and apply for grants and scholarships.
“EAOP is the reason why I became competitively eligible and got accepted to UC Berkeley. I think I would have gone to college no matter what; I had good grades. But what really got me accepted to Berkeley was the fact that I was a well-rounded student. I would not have known that I needed to participate in extracurricular activities if it were not for the advice of EAOP instructors and fellow students.”

Mari Bandoma, San Leandro High School

“It was more like having a friend and a mentor—someone who was there to assist, to counsel, and to offer advice whenever I was in need. Not long ago I crossed paths with my high school mentor, Yadira, and we talked about how school was coming along. It was great to know that she still remembered me.”

Yesenia Casillas, Bassett Senior High School, La Puente

“In addition to helping me gain the confidence necessary to believe that not only did I belong at a campus like UC Berkeley, EAOP and my EAOP counselor helped me believe that with guidance, persistence, and focus, I could succeed. Once I got to Berkeley, despite how difficult college proved to be, I knew that failure was not an option.”

Claudia Canizales, Mt. Eden High School, Hayward

“I don’t know where my life would have been without EAOP helping me. My EAOP advisers were role models,”

Without EAOP I think I would have attended a community college and would have gotten confused in the mayhem of trying to transfer out. Because of EAOP, I was given the chance to apply to the University of California and was accepted to UCLA. I am glad that they gave me the knowledge and assistance I needed in order to apply.”

Jose Corado, John C. Fremont High School, Los Angeles

“When I was a freshman in high school, I went on a field trip to Cal State Northridge and it turned my life around. I'd never been on a college campus, other than to the arena to watch a basketball game, but when I stepped onto that campus and saw students who were truly celebrating education, I knew I had to be part of that. My EAOP adviser knew that I was lagging behind. He provided academic advising, got me enrolled in summer school and got me started making up the courses I would need to go to college. By the time I had graduated from high school, I had a 3.5 GPA and was accepted at UC Santa Cruz.”

Keith Curry, Venice High School

“EAOP and other academic preparation programs can open doors, and broaden horizons to the future. They empower students to see other ways of achieving goals, to take advantage of opportunities, to expand and rethink what their goals are.”

Akil Koyaki Khalfani, Los Angeles High School
College Readiness for Underrepresented Groups

![Chart showing distribution of EAOP, MESA, and Puente High School participants by ethnicity for 2016-17. The chart indicates that Chicanx/Latinx make up the largest percentage (66.6%), followed by Asian/Pacific Islander (11.3%), White (6.3%), Other/More Than One (2.5%), and Unknown/Decline To State (2.4%). The source is SAPEP Annual Performance Reporting for 2016-17. Note: Other/More Than One includes students with multiracial heritage.]
College-Going Rates after High School (2016-2017)

Figure 5. Fall 2017 College-Going Rates by Destination for 2016–17 EAOP, MESA and Puente 12th-Graders

Percentage of 12th-graders Matriculating at Higher-education Institutions

Sources: SAPEP Annual Performance Reporting for 2016–17, National Student Clearinghouse and UC Data Warehouse. Note: Of the 14,680 12th-graders reported as being served by EAOP, MESA or Puente during 2016–17, 10,780 were found to have achieved college enrollment during fall 2017; in addition, eight students with missing grade-level information were excluded from this analysis. Comparison data are for fall 2008 enrollments by the Class of 2008, the most recent year available from the California Postsecondary Education Commission's study of statewide college-going within California (see www.cpec.ca.gov/StudentData/CACGRCounty.asp).
Colorado State University’s (CSU) Key Communities (Key) program
Based in Research
- CSU analyzed student retention and persistence data, assessed the outcomes for underrepresented students
- Dr. Paul Thayer (2000)
- Vincent Tinto’s Student Integration Model (1994)
- Lana Muraskin’s Structured First Year Experience (1998)
- Concepts from the TRIO Program (1965)
Guiding Principles

1. DESIGN WITH DIVERSITY IN MIND
2. MAXIMIZE LEARNING OPPORTUNITIES
Guiding Principles

3. Voice a powerful message

4. Give honest feedback early and often
The 475 first-year students participate in one of five communities:

1. Key Academic
2. Key Culture, Communication, and Sport
3. Key Explore
4. Key Health Professions
5. Key Service

Values
- Academics
- Leadership
- Diversity
- Service
- Community
Key Communities Program

- Living on Campus
  - Option to live in centrally located hall

- Academics
  - 2 core classes
  - 1 Key Seminar

- Staff
  - Key Mentors
  - Full-Time Key Coordinators
  - Key Seminar Faculty
Colorado State University’s (CSU) Key Communities (Key) program

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Against the Odds: The Impact of the Key Communities at Colorado State University on Retention and Graduation for Historically Underrepresented Students

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Key Communities Program

1. Does participation in the Key Communities have a positive impact on a student’s likelihood of being retained to the second year and graduating?

2. Does the impact of participating in Key vary based on a student’s demographics and academic preparation?
### Table 2

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<tr>
<th></th>
<th>Second-Fall Retention</th>
<th>4-Year Graduation</th>
<th>5-Year Graduation</th>
<th>6-Year Graduation</th>
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<tbody>
<tr>
<td>Key</td>
<td>88.7%</td>
<td>38.5%</td>
<td>60.8%</td>
<td>66.2%</td>
</tr>
<tr>
<td>Non-Key</td>
<td>80.4%</td>
<td>37.1%</td>
<td>55.6%</td>
<td>56.4%</td>
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<td>Difference (se)(^1,2)</td>
<td>8.29% (1.14%)(^*)</td>
<td>1.40% (2.17%)</td>
<td>5.14% (2.63%)(^*)</td>
<td>9.80% (3.40%)(^*)</td>
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<tr>
<td>N for Key/Non-Key</td>
<td>1991 / 1991</td>
<td>1000 / 1000</td>
<td>408 / 408</td>
<td>408 / 408</td>
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<tr>
<td>Additional Students Retained or Graduated</td>
<td>165</td>
<td>NA</td>
<td>NA</td>
<td>40</td>
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\(^1\)Average treatment effect among the treated, with standard error in parentheses

\(^2\)\(^*\)p<0.05
Outcomes

- Key has a positive effect on graduation and retention for everyone
- Key participation differentially impacts the likelihood of retention and graduation for first generation, minority, and Pell recipients or students with lower levels of academic preparation
- Much larger effect for traditionally underrepresented students
What can we learn from SAPEP and Key?
• Evidence based practices work!
• Early intervention
• Systematic approach
• Academic, financial, social support for students and their families
Questions, Comments, Thoughts?